

## Lead Teacher Credentials

Public Act 196 of 2014, signed by Governor Snyder on June 24, 2014, establishes consistent credentialing requirements across Great Start Readiness Program (GSRP) subrecipients. A Lead Teacher will be considered credentialed for the position with any of the following:

- A valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement or
- A bachelor's degree in early childhood education or child development with a specialization in preschool teaching. The transcript will document a major, rather than a minor, in child development or early childhood education.

The option to hire a Lead Teacher who holds a valid Michigan teaching certificate along with a valid CDA is discontinued. The ISD must ensure that written personnel position descriptions and hiring procedures are immediately updated to remove the discontinued credentialing option. Lead Teachers hired between June 25, 2012 and June 24, 2014 and with MDE-approved compliance plans to acquire a CDA may complete the CDA within the approved timeframe and continue to work as a GSRP Lead Teacher. Personnel hired into a GSRP Lead Teacher position with a valid Michigan teaching certificate along with a valid CDA before June 24, 2014 are also 'grandfathered in.' In both instances, MDE requires no further action *as long as the person continues to work as a GSRP Lead Teacher in the same or another GSRP*. If there is a break in service to GSRP, a 'grandfathered' Lead Teacher must meet new credentialing requirements before working again in the position of GSRP Lead Teacher. MDE will also honor a valid Michigan teaching certificate with PPI/Early Childhood Special Education Approval.

Refer to the Classroom Requirements section of the GSRP Implementation Manual for additional information on teaching staff recruitment efforts. It is critical to GSRP quality that teaching staff be fully credentialed upon hire. Programs that employ staff who do not meet credentialing requirements are in noncompliance status. If a subrecipient demonstrates to the ISD that it is unable to hire qualified Lead Teachers, only persons who have significant but incomplete training in early childhood education or child development may be employed. "Significant" early childhood education is defined as within one or two courses of attaining the Early Childhood-General and Special Education (ZS) endorsement on a valid Michigan teaching certificate OR within one or two courses of completion of a bachelor's degree in early childhood education or child development with a specialization in preschool teaching. Educational training is defined

as credit-bearing coursework and/or the field experience/student teaching necessary, according to the work plan established for the candidate by the college or university.

When GSRP Lead Teachers are employed without proper credentialing, a written compliance plan that includes administrative monitoring should be a condition of hire. ISDs will provide assurance in the FY15 GSRP Implementation Plan (formerly "Application") that the compliance plan is on file locally.

The written plan must outline educational training and include an anticipated compliance date that is within two years of the date of hire into the GSRP Lead Teacher position. Progress toward completion of the compliance plan must minimally consist of two credit-bearing courses per calendar year. Minimum GPA requirements may be included in the compliance plan as well as considerations for financial support and release time. It must be signed by whoever signs the GSRP contract for the subrecipient, the classroom's Early Childhood Specialist (ECS), the ISD Early Childhood Contact (ECC) and the Lead Teacher. It is the responsibility of the ECS to monitor the plan throughout the two years and support successful completion. The ECS provides support by helping to connect the Lead Teacher with an institution of higher education academic advisor who can arrange a schedule of coursework to meet the two year timeframe, encourage the Lead Teacher through coursework by discussing the new learning and supporting practice of new strategies. The ECS can help the Lead Teacher to advocate with the subrecipient if release time or financial assistance is needed for courses, fees or textbooks. As with all teaching staff, the ECS ensures that the new Lead Teacher has formal training in the curriculum, the developmental screener, ongoing child assessment tool and has orientation to GSRP and the position of Lead Teacher.

The ISD must ensure that the ECS classroom ratio/contracts reflect the intensive support and additional classroom visits, coaching and consultation that staffs with incomplete credentialing require.